



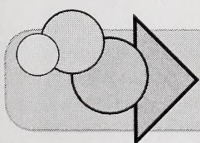
Booklet 5A

Module 5

English Language Arts

Home Instructor's Guide and
Assignment Booklet 5A

7



Disasters



Learning
Technologies
Branch

Alberta
EDUCATION

English Language Arts 7
Module 5: Disasters
Home Instructor's Guide and Assignment Booklet 5A
Learning Technologies Branch
ISBN 0-7741-2711-2

Cover Art: *left* Tivadar BotZ/Artville/Getty Images
right Lisa Zador/Artville/Getty Images

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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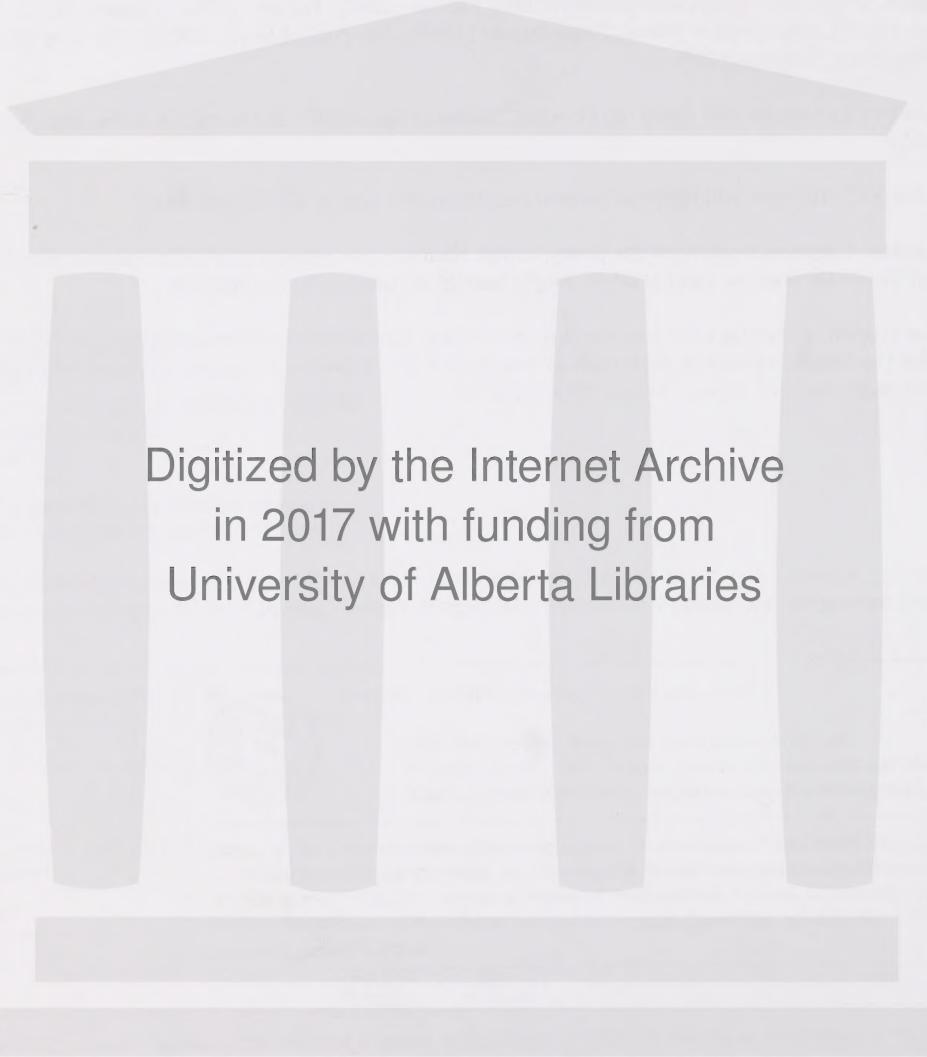
Module 5: Disasters

Section 1: Films, Songs, and Poems About Disasters

In Section 1 students will explore films, songs, and poems about disasters.

- For Lesson 1 students will examine how disasters are depicted in movies. The emphasis is on special effects. Students should watch scenes from a disaster film. Some examples of disaster movies available on video or DVD are *Independence Day* (1996), *Twister* (1996), *Volcano* (1997), *Dante's Peak* (1997), *Titanic* (1997), *Armageddon* (1998), *Deep Impact* (1998), *The Perfect Storm* (2000), *The Core* (2003), and *The Day After Tomorrow* (2004).
- For Lesson 2 students will listen to the song "Ballad of Springhill" and view the video clip "Springhill Miner."
- For Lesson 3 students will listen to an oral reading of the poem "The Forest Fire."
- For Lesson 4 students will read the poem "Gwaii Haanas." If someone in your community has visited the Queen Charlotte Islands, your student might benefit by talking to that person.

Remind your student to contact the teacher if there are any concerns about the assignments. Feedback is important for the learning process. Although assessment helps measure progress, feedback often offers strategies for improvement before the next assignment.



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ASSIGNMENT BOOKLET 5A

English Language Arts 7
Module 5: Section 1 Assignment

Home Instructor's and Student's Comments:

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

STUDENT FILE NUMBER

(if label is missing or incorrect)

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

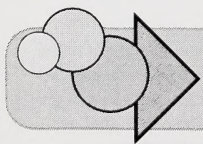
It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

Module 5

English Language Arts

Assignment Booklet 5A

7



Disasters



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FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	40	
	40	

Teacher's Comments

English Language Arts 7
Module 5: Disasters
Assignment Booklet 5A
Section 1 Assignment
Learning Technologies Branch

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ASSIGNMENT BOOKLET 5A

ENGLISH LANGUAGE ARTS 7: MODULE 5

SECTION 1 ASSIGNMENT

This Assignment Booklet is worth 40 marks out of the total 100 marks for the assignments in Module 5. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing program for many of these assignments. If you use a computer, be sure you attach a printed copy that has been proofread and is readable. Include your name, course name, and assignment number on each page.

40

10

Section 1 Assignment: Films, Songs, and Poems About Disasters

1. In Section 1: Lesson 1 you read the article “Canned Catastrophes” and explored how disasters are depicted onscreen.

Imagine you have an idea for a thrilling new disaster movie and you are trying to convince a movie producer to make the movie. Create a proposal to sell your idea to the movie producer. Your proposal should contain the following elements:

- a description of the type of disaster
- a brief description of the setting (the time and place of the disaster), plot, and main characters
- an explanation of special effects you would use in the movie
- an argument for why your film would be popular

Use the checklist on the following page to ensure your proposal is effective.

Checklist for Question 1	
My proposal contains all the required elements.	
The ideas in my proposal are interesting.	
My proposal contains specific details about special effects.	
My writing contains effective adjectives to vividly convey the ideas.	
My writing effectively sells the ideas.	

Assessment Criteria for Question 1	
Thoughts and Impressions • The ideas are thoughtful and interesting. • An understanding of fiction and film terms is apparent. • Supporting details are appropriate and relevant. • The tone is persuasive.	5 marks
Matters of Correctness • The writing has been edited to eliminate errors in spelling, punctuation, capitalization, and grammar.	5 mark

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

When you have completed question 1, continue where you left off on page 14 in the Student Module Booklet.

- 6
2. In Section 1: Lesson 2 you listened to “Ballad of Springhill” and viewed “Springhill Miner.”

Disasters like the Springhill mine disaster receive much media attention. List some of the positive and negative aspects of the way disasters are covered in the media.

Positive Aspects	Negative Aspects

3. In Section 1: Lesson 2 you considered complete sentences and sentence fragments.

Each of the following contains one or more sentence fragments. Rewrite each one as a complete sentence, using extra words if needed.

- 2
- a. About Saturday. Let’s go to the movies. The matinee.

- 2
- b. My sister likes sporty cars. Red ones. With black leather interiors.

When you have completed question 3, continue where you left off on page 22 in the Student Module Booklet.

10

4. In Section 1: Lesson 3 you listened to the poem “The Forest Fire.” Tell the story of “The Forest Fire” from the point of view of the son. Use the first-person pronouns *I* and *we*. You may use a narrative-poem format or a short-story format. Write your composition in the space provided or use a computer as directed on page 1.

Assessment Criteria for Question 4	
Ideas and Impressions • The point of view has been changed, but the essential details have been kept. • Dialogue has been used. • An appropriate tone has been used.	5 marks
Matters of Correctness • The writing has been edited to eliminate errors in spelling, punctuation, capitalization, and grammar.	5 marks

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

When you have completed question 4, continue where you left off on page 28 in the Student Module Booklet.

[illegible]

[illegible]

When you have completed question 5, submit Assignment Booklet 5A for assessment. Then continue where you left off on page 33 in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.
Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.
